

U.S. Environmental Protection Agency, Region 9

**INDOOR ENVIRONMENTS: REDUCING PUBLIC EXPOSURE
TO INDOOR POLLUTANTS**

2008 Request for Proposals

Funding Opportunity Number: EPA-R9-AIR6-08-005

I. FUNDING OPPORTUNITY DESCRIPTION

A. Background

The goal of EPA's Indoor Environments Program is to improve indoor air quality (IAQ) and to reduce associated human health risks caused by pollutants in the indoor environment. This is accomplished by increasing public awareness and understanding of the potential health risks related to indoor air pollutants commonly found in homes and schools, as well as by promoting appropriate voluntary practices and risk reduction actions by the public and key stakeholders. Comparative risk studies performed by EPA and its Science Advisory Board have ranked indoor air pollution among the top five environmental risks to public health. Children may be especially vulnerable to these health effects particularly early in childhood development. EPA estimates that indoor levels of many pollutants are typically 2-5 times, and occasionally more than 100 times, higher than outdoor levels. These levels raise concern because it is estimated that most people spend approximately 90% of their time indoors. One of the goals of this grant program is to ensure that good IAQ Management Practices are used in urban, suburban, rural, and tribal K-12 public and private schools and to promote holistic approaches that help schools address the entire range of environmental issues they face.

This grant program supports demonstration, training, outreach and/or education projects that are aligned with EPA's strategic objective to increase the number of people breathing healthier indoor air. EPA has identified and characterized significant risks to public health from environmental contaminants that are commonly found in a wide range of buildings, including homes, schools, and office buildings. Information on the USEPA Indoor Air Quality voluntary programs can be found at: <http://www.epa.gov/iaq/>.

An EPA survey found that while fifty-eight percent of all people with asthma have had their personal asthma triggers diagnosed by a physician, less than thirty percent of people with asthma are taking all of the necessary essential actions to reduce their exposure to indoor environmental asthma triggers. Additionally, children with asthma were just as likely to be exposed to Environmental Tobacco Smoke (ETS) in their home as children in general. ETS exposure is significantly higher in households at or below the poverty-level and in households with a lower educational level (less than a college degree).

EPA plays a significant role in ensuring that environmental factors are addressed as part of a comprehensive asthma management program. Through these efforts, EPA strives to improve environmental health outcomes for people with asthma - including segments of the populations that are disproportionately impacted and underserved such as children and low-income individuals by: a.) increasing the knowledge of the importance of working with a physician, developing an asthma action plan, and identifying personal asthma indoor environmental triggers and asthma irritants; b.) fostering acquisition of new management skills and behavior changes to reduce exposure to environmental asthma triggers in the home and/or school; and c.) impacting the type and quality of care provided to people with asthma. To help achieve this, EPA encourages the submission of proposals which include the leveraging of resources among a variety of stakeholders, including health care providers, local and state agencies, universities, schools and community-based organizations, coalitions and non-profit organizations who have a vested interest in addressing the issue of episodic asthma care in Region 9.

With respect to schools, the U.S. Department of Education's National Center for Education Statistics stated in 1999 that 43% of America's public schools reported at least one unsatisfactory environmental condition (e.g. lighting, heating, ventilation, IAQ, and noise control to name a few.) Approximately 25% of public schools reported that ventilation was unsatisfactory and 20% for IAQ. Further reports from the U.S. Government Accountability Office (GAO) indicate that public elementary and secondary schools need guidance on how to better manage their indoor environments. Problems are often related to improper ventilation, deferred maintenance, and poor design, construction and renovation practices. Poor IAQ in schools can impact the health and comfort of students and staff, which in turn can affect concentration, attendance and student performance.

Thus one of EPA's goals is to ensure that good IAQ Management Practices are used in urban, suburban, rural, and tribal K-12 public and private schools and to promote holistic approaches that help schools address the entire range of environmental issues they face.

B. Scope of Work

These awards are being made under the Section 103 of the Clean Air Act and are intended for work to be carried out within the jurisdiction of EPA Region 9, which consists of the states of California, Arizona, Hawaii, Nevada, and the Pacific Islands (U.S. territories of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and other unincorporated U.S. Pacific possessions).

Region 9 is soliciting proposals from eligible entities (described in **Section III. A** of this announcement) for projects to support demonstration projects, training and outreach and/or education projects to reduce exposure to indoor pollutants for K-12 schools and homes that are expected to achieve environmental results in one or more **indoor air quality priority areas** as outlined in this section of the announcement. Proposals may address more than one area. Demonstration projects generally must involve new or

experimental technologies, methods, or approaches, where the results of the project will be disseminated so that others can benefit from the knowledge gained in the demonstration project. A project that is accomplished through the performance of routine, traditional, or established practices, or a project that is simply intended to carry out a task rather than transfer information or advance the state of knowledge, however worthwhile the project might be, is not a demonstration. Proposals must measure the results of the activities conducted under those projects.

No EPA funds may be used to conduct a survey under this funding opportunity.

Indoor Air Priority Project Areas

Applicants must identify project objectives and goals that are aligned with the following indoor air quality priority areas:

Priority Project Area 1 Objective: Improving Indoor Air Quality in Schools This objective aims to increase the number of K-12 schools with effective indoor air quality management practices and plans based on, or consistent with, Indoor Air Quality (IAQ) Tools for Schools (TfS). Effective plans comprise a set of actions shown to have a significant effect on improving indoor air quality and reducing associated adverse environmental health impacts such as asthma attacks.

The major work of these projects is to fund organizations (including school districts) that will conduct outreach, education, and specialized trainings on IAQ Tools for Schools or an equivalent. The individuals who complete the training will be required to demonstrate that a basic set of actions have been taken in their schools and/or school districts. These actions may include: developing a plan which sets forth annual activities; a means of assessing building features and occupant activities; a priority scheme for addressing needed repairs or occupant education; a means of communicating the results with school occupants and/or the school community to prevent problems and obtain needed resources.

Projects under this priority should lead schools to adopt the IAQ Tools for Schools process or its equivalent. Such projects should involve training school staff and school nurses to prevent and resolve common IAQ problems, identify practical solutions, and develop IAQ management plans. Generally recognized steps consistent with IAQ Tools for Schools which accomplish these objectives include, at a minimum: (a) designating an IAQ Coordinator or liaison for the district and/or each school; (b) completing teacher, maintenance & ventilation checklists for each school; (c) compiling and interpreting the checklist information to identify areas of focus for a building walk-through; (d) conducting a walk-through of each school; and (e) establishing an IAQ management plan which addresses issues identified. Additional steps may be taken which advance the understanding of, and appreciation of, indoor air quality in schools, by maintenance staff and school occupants, and which lead to taking action to improve the air quality within schools. Such additional steps may include involving students or creation of specialized educational materials for the various members of the school community.

You should provide letters of support from any major partners referenced in the project description.

Priorities include urban and rural (including tribal) schools which may have significant indoor air quality and infrastructure problems and substantial resource challenges. Improving IAQ in these schools will likely have a relatively greater impact on air quality, and therefore on health effects of students and staff. EPA's goal is for all schools to use IAQ Tools for Schools, or comparable IAQ practices, to ensure strong IAQ management plans and subsequent improved IAQ in schools.

These grants are not intended to assist school districts or individual schools which have already established IAQ management programs. To make sure that you will not be working with such a district or school, you may contact Shelly Rosenblum at 415-947-4193 / rosenblum.shelly@epa.gov to determine whether we have previously reported the district or school(s) in question.

To learn more about best practices to improve indoor air quality in schools, see <http://www.epa.gov/iaq/schools/index.html>

Priority Project Area 2 Objective: Reduce Exposure to Indoor Asthma Triggers in Homes

This objective aims to increase the number of people with asthma who take actions to reduce their exposure to environmental triggers. As part of this goal, EPA has identified children and low income individuals as disproportionately impacted and therefore has placed particular emphasis on reaching these populations, as well as training the healthcare workforce on asthma trigger management. In addition, these projects should decrease the exposure of indoor environmental triggers for people (particularly children) with asthma; to educate parents and caretakers on indoor triggers and actions to reduce them; and, to educate individuals on the environmental management of asthma so they can counsel patients, health care providers, and other community members with asthma on actions to reduce triggers in indoor environments

Examples of asthma programs with an environmental component are referenced in the 2005 study by the University of Michigan Asthma Health Outcomes Project (AHOP). The purpose of this study was to identify the common themes and features of asthma programs with an environmental component that are achieving positive health outcomes. Information on the study can be referenced at http://www.asthma.umich.edu/Asthma_Health_Outcomes_Project/overview.html or <http://www.asthmacommunitynetwork.org/forum2007/>

The majority of the effort of the recipients for this project will be to provide educational support, using EPA Asthma/ETS tools (e.g., Asthma Home Environmental Checklist, Smoke Free Home Outreach Materials, IAQ Tools for Schools, etc. or equivalent materials and resources). With respect to asthma, only those activities that directly address environmental factors that may influence asthma onset or exacerbation are

eligible for funding under this RFP. Applicants are encouraged to integrate environmental trigger avoidance into comprehensive asthma management programs as recommended by the National Asthma Education and Prevention Program (NAEPP) <http://www.nhlbi.nih.gov/about/naepp/> . While it is appropriate to place environmental trigger avoidance into the broader context of medical management in EPA-funded activities, where non-environmental asthma management (e.g. medical management) activities are proposed which are not purely intended to frame this context, applicants should be prepared to document alternative funding sources for such activities. Priorities include children and underserved communities, as well as projects which are integrated into a comprehensive asthma management approach. While the focus is in-home and in-school training, projects can include education and training which take place outside the home or school.

Training for the parents of children with asthma should be on identifying and managing indoor asthma triggers. Training healthcare professionals, community workers, and other trained health care providers should stress the importance of integrating environmental management into asthma care. This includes programs in which health educators or peers provide education to families on identifying and managing indoor asthma triggers. Projects should address reducing or eliminating ETS (encourage and motivate residents who smoke to make homes and cars smoke-free); chemicals and indoor contaminants (pesticides, volatile organic compounds, cleaning supplies, and products of combustion like nitrogen dioxide); and other asthma triggers including mold, dust mites, pet dander and cockroaches and other pests.

Priority Project Area 3 Objective: Indoor Asthma Trigger Management Education in Schools

The goal of these projects is to decrease the exposure of indoor environmental triggers for children with asthma; to educate parents and caretakers on indoor triggers and actions to reduce them; and, to educate individuals on the environmental management of asthma in the school setting. This objective aims to improve the health of children with asthma in elementary schools by providing established and evaluated asthma management courses in school which include asthma trigger management education. Ideally, these courses will include a component that educates and engages parents as well as school personnel. Projects that combine or integrate this work with work under Priority Area 1 are permitted.

To learn more about best practices for indoor environmental asthma trigger management, see <http://www.epa.gov/asthma/index.html>

C. EPA Strategic Plan Linkage and Anticipated Outcomes/Outputs

1. Linkage to EPA Strategic Plan. All proposals must support Goal 1 of EPA's Strategic Plan, Clean Air and Global Climate Change; Objective 1.2 – Healthier Indoor Air, which specifically states that, “Through 2012, working with partners, reduce human

health risks by reducing exposure to indoor air contaminants through the promotion of voluntary actions by the public.” Sub-Objective 1.2.2, Asthma, states: “By 2012, the number of people taking all essential actions to reduce exposure to indoor environmental asthma triggers will increase to 6.5 million from the 2003 baseline of 3 million.” Sub-Objective 1.2.3, Schools, states: “By 2012, the number of schools implementing an effective indoor air quality management plan will increase to 40,000 from the 2002 baseline of 25,000.

2. Outputs. The term “output” means an environmental activity, effort, and/or associated work product related to an environmental goal and objective that will be produced or provided over a period of time or by a specified date. Outputs may be quantitative or qualitative but must be measurable during an assistance agreement funding period.

Expected outputs from the project(s) to be funded under this announcement may include but are not limited to the following examples in the tables below.

3. Outcomes. The term “outcome” means the result, effect or consequence that will occur from carrying out an environmental program or activity that is related to an environmental or programmatic goal or objective. Outcomes may be environmental, behavioral, health-related, or programmatic in nature, but must be quantitative. They may not necessarily be achievable within an assistance agreement funding period. Expected outcomes from the project(s) to be funded under this announcement may include but are not limited to the following examples in the tables below.

Table 1-1 Definitions			
⇒ Activities	⇒ Programmatic/ Environmental Outputs	Anticipated Environmental Outcomes	
		Intermediate Action Outcomes	Long-term (End) Environmental Health Outcomes
Description of services your project will provide (e.g., conduct training, organize conference, develop a demonstration)	These outputs describe the level of activity that will be provided over a period of time, including a description of the characteristics (e.g., timeliness) established as standards for the activity (e.g., number of people trained, number of children receiving in-school asthma education.)	Intermediate action outcomes describe the intended result of carrying out a program or activity. Shorter term action environmental outcomes might describe behavior changes achieved (e.g. additional patients taking action to reduce asthma triggers).	Long-term environmental health outcomes are the ultimate health benefit of the project. Environmental health outcomes can not always be quantified by partners, but are desirable when possible (e.g., decrease in asthma E.R. visits, decrease in lost school/work days due to IAQ problems)

Table 1-2 Sample Fundable Activities and Expected Results: ASTHMA			
⇒ Activities	⇒ Programmatic/ Environmental Outputs	Anticipated Environmental Outcomes	
		Intermediate Action Outcomes	Long-term (End) Environmental Health Outcomes
Identify, develop and disseminate new or existing education and outreach products and services (e.g. training) targeted toward asthma patients and caregivers that will encourage individuals to take action to reduce exposure to indoor environmental asthma triggers in homes and/or schools	<p>Number of products and services developed and/or or disseminated</p> <p>Number of children and low-income adults educated about indoor environmental asthma triggers and mitigation solutions</p> <p>Number of school personnel educated about indoor environmental asthma triggers and mitigation solutions</p> <p>Number of licensed or certificated health professionals educated about indoor environmental asthma triggers and mitigations</p>	<p>Number of people demonstrating increased knowledge of indoor environmental asthma triggers and mitigation solutions</p> <p>Number of people with asthma reducing their exposure to their environmental asthma triggers in their homes and/or schools.</p> <p>Number of schools reducing environmental triggers of asthma in their facilities</p> <p>Number of health care professionals educating asthma patients and their families about environmental asthma triggers.</p>	<p>Reduction in number of emergency room visits</p> <p>Reduction in other indicators of asthma morbidity such as number of inpatient hospital admissions, sick visits to primary care physicians for asthma, school days missed, symptom days, rescue medication used, and improvement in quality of life indicators</p>

**Table 1-3 Sample Fundable Activities and Expected Results:
IMPROVING INDOOR AIR QUALITY IN SCHOOLS**

⇒ Example Activities	⇒ Example Programmatic/ Environmentally Related Outputs	Example Anticipated Environmental Outcomes	
		Intermediate Action Outcomes	Long-term (End) Environmental Health Outcomes
Identify, develop and disseminate new or existing education and outreach products and services in the form of training targeted toward school districts and/or school advocates or groups of schools and or school personnel, that will lead to an increase in the number of schools with effective IAQ management practices and plans, based on, or consistent with, EPA's AQ Tools for Schools Program.	<p>Number of school district personnel and/or school advocates educated about good indoor air quality (IAQ) management practices in schools consistent with <i>IAQ Tools for Schools (TfS)</i></p> <p>Collection and evaluation of checklists with summary of noticeable or potential problems identified in classrooms</p> <p>Number of building walkthroughs conducted</p>	<p>Number of school district personnel and/or school advocates demonstrating increased knowledge about good indoor air quality management practices in schools consistent with <i>IAQ TfS</i></p> <p>Number of schools implementing good indoor air quality management practices consistent with <i>IAQ TfS</i></p> <p>Number of schools taking action to remediate the IAQ issues identified</p> <p>Reduction in exposure to indoor air pollutants in schools of staff and students</p> <p>Number of district and/or statewide IAQ policies developed and/or implemented</p>	<p>Reduction in staff and student absenteeism</p> <p>Reduction in number of asthma attacks, allergic reactions, and other IAQ related symptoms</p> <p>Increase in student and teacher performance and productivity attributable to IAQ best practices</p>

II. AWARD INFORMATION

A. What is the amount of funding available?

The total amount anticipated to be awarded under this RFP is approximately \$115,000. USEPA Region 9 anticipates awarding approximately three (3) to four (4) grants and/or cooperative agreements under this RFP. Awards will range from approximately \$15,000 - \$60,000 with each project period being two years. If a cooperative agreement is awarded, the degree of involvement by the EPA will be determined by EPA. Although EPA Region 9 will negotiate the precise terms and conditions relating to substantial involvement as part of the award process, the

anticipated substantial federal involvement for this project includes, but is not limited to:

- close monitoring of the successful applicant's performance to verify the results proposed by the applicant;
- collaboration during performance of the scope of work;
- reviewing substantive terms of proposed contracts;
- approving qualifications of key personnel (EPA will not select employees or contractors employed by the award recipient);
- reviewing and commenting on reports prepared under the cooperative agreement (the final decision on the content of reports rests with the recipient).

EPA reserves the right to partially fund proposals by funding discrete portions or phases of proposed projects. If EPA decides to partially fund a proposal, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the proposal, or portion thereof, was evaluated and selected for award and, therefore, maintains the integrity of the competition and selection process.

EPA reserves the right to make additional awards under this announcement, consistent with Agency policy, if additional funding becomes available after the original selections. Any additional selections for awards will be made no later than six months from the date of original selection date.

EPA also reserves the right to make no awards, or fewer awards than expected under this announcement.

III. ELIGIBILITY INFORMATION

A. Eligible Entities

Proposals will be accepted from States, local governments, territories, Indian Tribes, and possessions of the U.S., including the District of Columbia, international organizations, public and private universities and colleges, hospitals, laboratories, other public or private non-profit institutions.

Non-profit organizations described in Section 501(c)(4) of the Internal Revenue Code that engage in lobbying activities as defined in Section 3 of the Lobbying Disclosure Act of 1995 are not eligible to apply.

B. Cost Sharing or Matching/Leveraging

There is no match requirement for projects funded under this RFP. If you propose a voluntary match, it will not be evaluated, scored or given additional points.

If you do propose a voluntary match:

- a. the voluntary cost share/match/participation may only be met with eligible and allowable costs and is subject to the match provisions in the grant regulations;

- b. the recipient is legally obligated to meet any voluntary cost share/match/participation that is included in the approved project budget because the grant agreement includes the voluntary cost share/match/participation;
- c. the recipient may not use other sources of federal funds to meet a voluntary cost share/match/participation unless the statute authorizing other federal funding provides that the federal funds may be used to meet a cost share/match/participation requirement on a federal grant. An example of such a statute is HUD's community development block grant (CDBG) authority; and
- d. a recipient who fails to provide the voluntary cost match/share/participation that is included in the approved project budget is in breach of the grant agreement and EPA can take enforcement actions authorized by the grant regulations and consider the failure as part of any past performance evaluation during future grant competitions. Program offices may refer recipients with a history of serious breaches of their obligations to match or cost share, or who willingly fail to meet these obligations, to EPA's Suspension and Debarment Division for appropriate action.

A “voluntary match” is different from “leveraging,” for which evaluation points will be awarded.

Leveraged funds (e.g., coordination of funding from other sources to complement EPA funding) that are not identified or included as voluntary cost shares/matches/participation are different in that:

- a. While the recipient expects EPA grant funds to generate additional resources, it does not breach the agreement if the expected funds do not materialize--in other words, the recipient is not legally required to come up with the leveraged funds. EPA should evaluate the strength of the leveraging commitment and award points accordingly.

However, failure by the recipient to produce the proposed leveraging during grant performance after it was considered during the competition evaluation process raises issues as to the validity of the award from a competition perspective and must be raised to OGC/ORC and the GCA's office for resolution. In addition, EPA's remedy if the leveraged funds do not materialize may be to terminate the grant if the Agency can prove that the recipient intentionally or recklessly misled or misrepresented to EPA regarding its access to the leveraged funding if EPA awards the grant. The Agency can also consider the recipients failure to produce the leveraged funds or resources as part of its past performance evaluation when competing for future grants. Program offices may refer recipients that intentionally or recklessly misled the Agency or made material misrepresentations regarding access to leverage funds to EPA's Suspension and Debarment Division for appropriate action.

- b. Leveraged funds are not included in the approved budget for the grant and need not be eligible and allowable costs under a grant. For example, suppose a non-profit applicant advises EPA that a CWA 104 monitoring/study grant will enable it to carry out a project that involves using private foundation and state grants to purchase conservation easements to convert privately owned farmland to wetlands to filter non-point source

agricultural run-off before it reaches the Chesapeake Bay. The program office has determined that purchasing the easements is outside of the scope of the monitoring/study grant that will be awarded under the competition. The costs of purchasing the easements, therefore, would not be allowable. However, the fact that the non-profit applicant will have EPA funding to monitor the farmer's compliance with the conservation easement and study the reduction of contaminants flowing into the Chesapeake Bay will enable the non profit organization to secure foundation and state funding. That is leveraging.

c. A leveraging commitment may be met by funding from another federal grant. For example, suppose a local government advises EPA that if it receives a Brownfields clean up grant that it can clean up a contaminated site and convert an existing structure on the site into low income housing with HUD CDBG funds. Rehabilitating the existing structure after the site is cleaned up is not an eligible and allowable cost under the cleanup grant. Even though the CDBG funds can generally be used to meet the 20% match required for the Brownfields cleanup grant, the local government cannot use these specific CDBG funds for the match because the structure rehabilitation costs are not eligible and allowable. However, EPA can take the CDBG funds into account when determining whether the Brownfields cleanup grant will leverage additional funds.

C. Threshold Eligibility Criteria

These are requirements that if not met by the time of proposal submission will result in elimination of the proposal from consideration for funding. Only proposals from eligible entities (see above) that meet all of these criteria will be evaluated against the ranking factors in Section V of this announcement. Applicants deemed ineligible for funding consideration as a result of the threshold eligibility review will be notified within 15 calendar days of the ineligibility determination.

Proposals must address one or more of the priority areas identified in Section I.C and address any applicable requirements expressed in Section I.C that apply to proposals under a priority area . In addition, to be eligible for funding consideration, a project's focus must consist of activities within the statutory terms of Section 103 of the Clean Air Act. Generally, a project must address the causes, effects, extent, prevention, reduction, and elimination of air pollution. These activities should relate to the gathering or transferring of information or advancing the state of knowledge. Proposals should emphasize this “learning” concept, as opposed to “fixing” an environmental problem via a well-established method. For example, a proposal to plant some trees in an economically depressed area, in order to prevent erosion, would probably not, in itself, fall within the statutory terms “research, studies” etc., nor would a proposal to start a routine recycling program. The statutory term “demonstration” can encompass the first instance of the application of a pollution control technique, or an innovative application of a previously used method. However, EPA cannot fund demonstration projects year after year for an indefinite period of time. Proposals relating to other topics which are sometimes included within the term “environment” such as recreation, conservation, restoration, protection of wildlife habitats, etc., must describe the relationship of these topics to the statutorily required purpose of pollution prevention and/or control.

- 1) Applicants must address one or more of the priority areas listed in Section I.B.
- 2) With respect to asthma, only those activities that directly address environmental factors (as stated in Section I.) that may influence asthma onset or exacerbation are eligible for funding under this RFP.
- 3) With respect to improving indoor air quality in schools, activities must also fall within EPA's authority to conduct demonstration, training, outreach and/or education activities which disseminate information on the causes, extent, prevention and control of indoor air pollution in school environments.
- 4) Proposals must be received by the EPA or through Grants.gov on or before the solicitation closing date published in Section IV of this announcement. **Proposals received after the published closing date will be considered late and returned to the sender without further consideration unless the applicant can clearly demonstrate that it was late due to EPA mishandling. Applicants should confirm receipt of their proposal [or application] with Shelly Rosenblum at (415) 947-4193 as soon as possible after the submission deadline—failure to do so may result in your proposal not being reviewed.**
- 5) The project must be for work done within EPA Region 9 which consists of the states of California, Arizona, Hawaii, Nevada, and the Pacific Islands (U.S. territories of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and other unincorporated U.S. Pacific possessions).
- 6) EPA grant funds may only be used for the purposes set forth in the assistance agreement, and must be consistent with the statutory authority for the award.
- 7) Proposals must substantially comply with the proposal submission instructions and requirements set forth in Section IV of this announcement or else they will be rejected. However, where a page limit is expressed in Section IV with respect to the proposal and/or parts of the proposal, pages in excess of the page limitation will not be reviewed.
- 8) Applicants may submit more than one proposal, but they must be for different priority areas. An applicant may not submit multiple proposals for the same priority area.
- 9) Proposals for Improving Indoor Air Quality in Schools must include a written letter of commitment from the highest level of district and/or school administration required to assure that the project will move forward.
- 10) Proposals for Improving Indoor Air Quality in Schools that will assist school districts or individual schools which have already established IAQ management programs comparable to or consistent with IAQ Tools for Schools will not be considered. See Section I.B. of this announcement for more information.

11) No EPA funds may be used to conduct a survey under this funding opportunity.

IV. PROPOSAL AND SUBMISSION INFORMATION

A. How to Obtain Proposal Package

EPA encourages applicants to obtain proposal materials and apply electronically through <http://www.grants.gov>.

Applicants may also download individual grant application forms from EPA's Office of Grants and Debarment website at: http://www.epa.gov/ogd/grants/how_to_apply.htm.

To obtain a hard copy of materials, please send an email or written request to the Agency contact listed in Section VII of this announcement.

B. Form of Proposal Submission

Applicants have the option to submit their proposals in *one of two ways*: 1) Hard copy via express delivery, U.S. Postal Service, or hand delivery, or 2) electronically via Grants.gov website. All proposals must be prepared, and include the information as described in Section IV.C. below, regardless of mode of transmission.

1. Hard Copy Submission

Please provide one original of the proposal package (including signed and completed SF 424 and SF 424A forms) and four copies--**no binders or spiral binding**--to:

Hard Copy via Express Delivery (FedEx, UPS, DHL, etc.), U.S. Postal Service, or hand delivery to:

Shelly Rosenblum
U.S. Environmental Protection Agency
75 Hawthorne St. / AIR-6
San Francisco, CA 94105
415-947-4193

Hard Copy Proposal Submission Deadline

All hard copies of proposal packages must be received by EPA, Region 9 no later than 5:00PM, PDT on September 10, 2008.

Proposals received after this date will not be considered for funding.

2. Grants.gov Submission

The electronic submission of your proposal must be made by an official representative of

your institution who is registered with Grants.gov and is authorized to sign applications for Federal assistance. For more information, go to <http://www.grants.gov> and click on “Get Registered” on the left side of the page.

***Registration process may take up to two weeks to complete.** If your organization is not currently registered with Grants.gov, please encourage your office to designate an AOR and ask that individual to begin the registration process as soon as possible.

For detailed instructions on submission through Grants.gov, see Attachment #2.

C. Content of Proposal Submission

All proposal submissions, regardless of mode of transmission, must contain a completed and signed SF-424, Application for Federal Assistance, a completed SF-424A, Budget Information—Non-Construction Programs, and a Narrative Proposal as described below.

Applicants must complete a cover letter (maximum 2 pages) and proposal (maximum 8 pages, including the Summary Page). Pages in excess of these amounts will not be reviewed; however see below for certain exceptions to the 8 page maximum length for the proposal). A page equals one side (double-sided copies are preferred) using no smaller than 11 point *Times New Roman* Font with 1” margins. The proposal will be evaluated using the evaluation criteria set forth in Section V. of this RFP. The purpose of the cover letter is only to capture information regarding your organization that is separate from the project narrative as stated below.

Elements of the Cover Letter:

The maximum two (2) page cover letter must provide all of the following information:

- 1) Contact information for the organization:
 - a) Name of organization
 - b) Contact person’s name
 - c) Mailing address (also provide express mail address if different from mailing address)
 - d) E-mail address
 - e) Phone and fax numbers
- 2) A statement that your organization meets eligibility requirements in Section III.C.
- 3) Identification of the indoor air quality priority area(s) that the proposal addresses.
- 4) A description of your organization and its mission

Narrative Proposal

The Narrative Proposal (including sections 1-3 below) cannot exceed a maximum of **8** single-spaced typewritten pages, including the Summary Page. Pages in excess of **8** will not be considered. Budget pages, resumes and letters of support, as well as “scalability option” (see below) can be submitted as attachments and are not included in the 8-page limit.

1. Summary Page

- a. Project Title
- b. Applicant organization name
- b. Funding Requested. Specify the amount you are requesting from EPA.
- c. Total Project Cost. Specify total cost of the project. Identify funding from other sources, including cost share or in-kind resources.
- d. Project period. Provide beginning and ending dates.
- e. “Scalability.” Indicate whether you have provided an attachment describing scalability of funding level and deliverables. (see below, 2.a.ix)

2. Narrative Work Plan

The Narrative must address each of the evaluation criteria set forth in Section V.

a. Project Summary/Approach. The summary shall contain the following components:

- i. Provide a brief project description that describes the tasks and activities that will be conducted to accomplish the project objectives, and include the reason your proposal should receive funding support, e.g., targeting sensitive populations or environmental justice areas.
- ii. Explanation of project benefits to the public, and specifically the potential audience(s) served.
- iii. Provide a timeline or schedule of anticipated target dates and milestones to achieve specific tasks and accomplishments during the budget and project period.
- iv. Description of the associated work products to be developed.
- v. Please include a brief explanation of any partnerships or coalitions that may assist in this project. Due to limited resources, we encourage partnering with other organizations to assist with work on your proposed project. Description of the roles of the applicant and partners, if any.
- vi. Description of the applicant’s organization and experience related to the proposed project.
- vii. Description of staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project.

viii. Budget and estimated funding amounts for each work component/task. This section provides an opportunity for narrative description of the budget or aspects of the budget found in the SF-424A such as “other” and “contractual.”

ix. Scalability. You have the option of providing a one-page attachment which briefly describes what the impact would be on your project plan and deliverables (outputs and outcomes), as well as key components of your budget, if you were to be awarded a grant for a lesser sum than you have requested. This project period would be for two years. This one-page attachment will not count toward your 8 page maximum.

x. If you have previously received funding for any EPA indoor air project, you should explain how the proposed project is different.

Project description: Please make sure your project description includes the following information, as appropriate:

Asthma:

- i. Number of households to be visited
- ii. Number of children/adults with asthma to be educated
- iii. Number of households in which indoor asthma triggers will be identified
- iv. Number of households in which asthma triggers will be identified, removed, or reduced
- v. Number of health care professionals to be trained.
- vi. Number of community health workers to be trained.
- vii. Number of children with asthma who will receive asthma management education courses in school which include indoor asthma trigger education.
- viii. Number of in-school asthma management education courses (as in “vi.”) to be provided, and number of classes in each course.
- ix. Number of members of the general public who will receive asthma education materials.

Improving Indoor Air Quality in Schools - Please make sure your project description includes the following information:

- i. Number of IAQ training events to be held with school personnel (e.g. superintendents, principals, teachers, school nurses, custodial and maintenance staff and union staff.)
- ii. Collection and evaluation of checklists with summary of noticeable or potential problems to be identified in classrooms
- iii. Number of building walkthroughs to be conducted
- iv. Number of schools which will have effective IAQ management plans comparable to or consistent with IAQ Tools for Schools
- v. Number of children in schools adopting effective IAQ management plans.

- vi. Number of schools that will take actions to mitigate the indoor air problems identified

b. Environmental Results – Outcomes and Outputs

Identify the specific outputs (activities or deliverables) that will be accomplished by the project during the project period (see Section 1 Outputs/Outcomes), and how you plan to track and measure your progress in achieving them. Outputs may be quantitative or qualitative, but must be measurable during the funding period.

ASTHMA Please make sure your project description includes the following information, as appropriate:

“Reduction of Indoor Asthma Triggers in Homes”

- i. Number of households visited
- ii. Number of children/adults with asthma that have been educated
- iii. Number of households which indoor asthma triggers have been identified
- iv. Number of households in which asthma triggers were identified, and then removed or reduced
- v. Number of health care professionals trained.
- vi. Number of community health workers trained.

“Indoor Asthma Trigger Management Education in Schools”

- i. Number of children with asthma who will receive asthma management education courses in school which includes indoor asthma trigger education.
- ii. Number of in-school asthma management education courses (as in “f”) to be provided, and number of classes in each course.
- iii. Number of health care professionals to be trained.
- iv. Number of school personnel trained

Improving Indoor Air Quality in Schools Please make sure your project description includes the following information, as appropriate:

- i. Number of IAQ training events held with school personnel (superintendents, principals, teachers, school nurses, and custodial and maintenance staff, union representatives, etc.)
- ii. Collection and evaluation of checklists with summary of noticeable or potential problems identified in classrooms
- iii. Number of building walkthroughs conducted
- iv. Number of schools with effective IAQ management plans
- v. Number of schools that have taken actions to mitigate indoor air problems identified
- vi. Number of schools adopting Indoor Air Quality Tools for Schools (IAQ

IAQ TfS) or an effective indoor air quality management plan equivalent to TfS

c. Specific Environmental Outcomes

Specify the quantitative or qualitative **OUTCOMES** of the project, which will include the type of measurement and how you will measure and evaluate the results of your project and how you plan to track and measure your progress in achieving them. These may include, but are not limited to:

ASTHMA

- i. Number of health care providers trained on trigger management and incorporating into asthma care
- ii. Number of people demonstrating increased knowledge of indoor environmental asthma triggers and mitigation solutions
- iii. Number of people with asthma reducing their exposure to their environmental asthma triggers in their homes and/or schools
- iv. Number of children and low-income individuals reducing their exposure to their environmental triggers in homes
- v. Number of schools reducing environmental triggers
- vi. Number of people with asthma who have asthma action plans that include environmental triggers
- vii. Reduction in emergency room visits and hospitalizations due to asthma.
- viii. Number of schools adopting IAQ management practices comparable to, or consistent with IAQ Tools for Schools

IMPROVING IAQ IN SCHOOLS

- i. Reduction in staff and student absenteeism
- ii. Reduction in the number of asthma attacks, allergic reactions and other IAQ related symptoms
- iii. Increase in student and teacher performance and productivity attributable to IAQ best practices.
- iv. Number of people with increased awareness on how to achieve and maintain a healthy indoor environment
- v. Number of schools with improved indoor environments
- vi. Number of schools taking action to remediate the IAQ issues identified

d. Past Performance and Program Capability

Programmatic Capability: Submit a list of federally funded assistance agreements (assistance agreements include **Federal grants and cooperative agreements but not Federal contracts**) similar in size, scope and relevance to the proposed project that your organization performed within the last three years (no more than 5, and preferably EPA agreements) and describe (i) whether, and how, you were able to successfully complete

and manage those agreements and (ii) your history of meeting the reporting requirements under those agreements including submitting acceptable final technical reports.

In evaluating applicants under these factors in Section V, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current and prior Federal agency grantors (e.g., to verify and/or supplement the information provided by the applicant). If you do not have any relevant or available past performance or reporting information, please indicate this in the proposal and you will receive a neutral score for these factors under Section V.

Reporting on Environmental Results--Outcomes and Outputs: Submit a list of federally funded assistance agreements (**assistance agreements include Federal grants and cooperative agreements but not Federal contracts**) that your organization performed within the last three years (no more than 5, and preferably EPA agreements), and describe how you documented and/or reported on whether you were making progress towards achieving the expected results (e.g., outputs and outcomes) under those agreements. If you were not making progress, please indicate whether, and how, you documented why not.

In evaluating applicants under this factor in Section V, EPA will consider the information provided by the applicant and may also consider relevant information from other sources, including information from EPA files and from current and prior Federal agency grantors (e.g., to verify and/or supplement the information provided by the applicant). If you do not have any relevant or available environmental results past performance information, please indicate this in the proposal and you will receive a neutral score for this factor under Section V.

Leveraging

Applicants should demonstrate (i) how they will coordinate the use of EPA funding with other Federal and/or non Federal sources of funds to leverage additional resources to carry out the proposed project(s) and/or (ii) that EPA funding will complement activities relevant to the proposed project(s) carried out by the applicant with other sources of funds or resources.

3. Detailed Budget Narrative

In addition to the SF 424A, please provide specified total costs of the project.

On the budget page(s) of the proposal, applicants **MUST** include a two-year (2-year) budget plan. The budget for each of the two (2) years must not exceed \$30,000. Proposals for funds in excess of \$30,000 total for any one year will not be reviewed. Funding and project periods can extend for no more than two (2) years. The suggested start date for the project is December 22, 2008.

Provide a brief budget narrative containing the following categories:

- . Personnel
- . Fringe benefits
- . Travel
- . Equipment (materials that are greater than \$5,000 per piece)
- . Supplies (materials that are less than \$5,000 per piece) EPA funds may only be used for environment (not medical) purposes. “Medical” includes clinical services and asthma supplies such as spacers, peak flow meters, nebulizers, etc. “Environmental” might include *appropriate* environmental mitigation supplies. Additionally, these funds may not be used for “incentives,” such as t-shirts, pencils, etc.
- . Contractual
- . Other/miscellaneous costs
- . Total direct costs (sum of above costs)
- . Indirect charges (a negotiated rate with a federal agency or calculated “actual” rate)
- . Total Project Cost: Specify total cost of the project proposal (separately identify requested EPA funding and leveraged funds)

(Please include a brief breakdown of costs such as salary and benefit rates, number of trips taken and cost per trip, etc.) The budget page is not part of the eight (8) page limit.

- “Scalability option” budget. If an attachment describing an alternate award amount and results is provided, include key changes in the project budget on that page.

Management Fees: When formulating budgets for proposals/applications, applicants must not include management fees or similar charges in excess of the direct costs and indirect costs at the rate approved by the applicants cognizant audit agency, or at the rate provided for by the terms of the agreement negotiated with EPA. The term "management fees or similar charges" refers to expenses added to the direct costs in order to accumulate and reserve funds for ongoing business expenses, unforeseen liabilities, or for other similar costs that are not allowable under EPA assistance agreements. Management fees or similar charges may not be used to improve or expand the project funded under this agreement, except to the extent authorized as a direct cost of carrying out the scope of work.

4. Attachments. These are not included in the 8-page limit.

a. Resumes. Provide resumes or curriculum vitae for project directors and any other key personnel.

b. Support Letters. Provide letters of support from any major partners referenced in the project description. Specifically indicate how the supporting organization will assist in the project.

c. Past Performance & Programmatic Capability.

d. Alternative project funding description: If an alternative funding option (scalability) is being provided, applicants may provide one additional page, including key budget changes, to describe how this would affect work plan and results.

EPA awards funds to one eligible applicant as the recipient even if other eligible applicants are named as partners or co-applicants or members of a coalition or

consortium. The recipient is accountable to EPA for the project.

D. Submission Dates and Times

The deadline for receipt of hard copy proposal packages by Mr. Shelly Rosenblum is **September 10, 2008, 5:00PM PDT**. Electronic submissions must be electronically stamped via Grants.gov by **September 10, 2008, 5:00PM PDT**. Late proposals will not be reviewed or considered for funding.

Final (full) grant applications will be requested only from those eligible entities whose proposals have been tentatively selected for award. Additional instructions for final application packages will be provided when the applicant is notified of the tentative selection.

E. Contracts and Subawards/Subgrants

Contracts and Subawards:

1. Can funding be used for the applicant to make subawards, acquire contract services, or fund partnerships?

EPA awards funds to one eligible applicant as the recipient even if other eligible applicants are named as partners or co-applicants or members of a coalition or consortium. The recipient is accountable to EPA for the proper expenditure of funds.

Funding may be used to provide subgrants or subawards of financial assistance, which includes using subawards or subgrants to fund partnerships, provided the recipient complies with applicable requirements for subawards or subgrants including those contained in 40 CFR Parts 30 or 31, as appropriate. Applicants must compete contracts for services and products, including consultant contracts, and conduct cost and price analyses, to the extent required by the procurement provisions of the regulations at 40 CFR Parts 30 or 31, as appropriate. The regulations also contain limitations on consultant compensation. Applicants are not required to identify subawardees/subgrantees and/or contractors (including consultants) in their proposal/application. However, if they do, the fact that an applicant selected for award has named a specific subawardee/subgrantee, contractor, or consultant in the proposal/application EPA selects for funding does not relieve the applicant of its obligations to comply with subaward/subgrant and/or competitive procurement requirements as appropriate. Please note that applicants may not award sole source contracts to consulting, engineering or other firms assisting applicants with the proposal solely based on the firm's role in preparing the proposal/application.

Successful applicants cannot use subgrants or subawards to avoid requirements in EPA grant regulations for competitive procurement by using these instruments to acquire commercial services or products from for-profit organizations to carry out its assistance agreement. The nature of the transaction between the recipient and the subawardee or subgrantee must be consistent with the standards for distinguishing between vendor transactions and subrecipient assistance under Subpart B Section .210 of OMB Circular

A-133 , and the definitions of subaward at 40 CFR 30.2(ff) or subgrant at 40 CFR 31.3, as applicable. EPA will not be a party to these transactions. Applicants acquiring commercial goods or services must comply with the competitive procurement standards in 40 CFR Part 30 or 40 CFR Part 31.36 and cannot use a subaward/subgrant as the funding mechanism.

2. How will an applicant's proposed subawardees/subgrantees and contractors be considered during the evaluation process described in Section V of the announcement?

Section V of the announcement describes the evaluation criteria and evaluation process that will be used by EPA to make selections under this announcement. During this evaluation, except for those criteria that relate to the applicant's own qualifications, past performance, and reporting history, the review panel will consider, as appropriate and relevant, the qualifications, expertise, and experience of:

- (i) an applicant's named subawardees/subgrantees identified in the proposal/application if the applicant demonstrates in the proposal/application that if it receives an award that the subaward/subgrant will be properly awarded consistent with the applicable regulations in 40 CFR Parts 30 or 31. For example, applicants must not use subawards/subgrants to obtain commercial services or products from for profit firms or individual consultants.
- (ii) an applicant's named contractor(s), including consultants, identified in the proposal/application if the applicant demonstrates in its proposal/application that the contractor(s) was selected in compliance with the competitive Procurement Standards in 40 CFR Part 30 or 40 CFR 31.36 as appropriate. For example, an applicant must demonstrate that it selected the contractor(s) competitively or that a proper non-competitive sole-source award consistent with the regulations will be made to the contractor(s), that efforts were made to provide small and disadvantaged businesses with opportunities to compete, and that some form of cost or price analysis was conducted. EPA may not accept sole source justifications for contracts for services or products that are otherwise readily available in the commercial marketplace.

EPA will not consider the qualifications, experience, and expertise of named subawardees/subgrantees and/or named contractor(s) during the proposal/application evaluation process unless the applicant complies with these requirements

F. Confidential Business Information

It is recommended that confidential business information (“CBI”) **not** be included in your proposal/application. However, if CBI is included in your proposal/application, it will be handled in accordance with 40 CFR Part 2.203. Applicants must clearly indicate which portion(s) of their proposal/application they are claiming as CBI. EPA will evaluate such claims in accordance with 40 CFR Part 2. If no claim of confidentiality is made, EPA is not required to make the inquiry to the applicant which is otherwise required by 40 CFR Part 2.204(2) prior to disclosure.

H. Pre-Proposal Assistance and Communications

In accordance with EPA's Assistance Agreement Competition Policy (EPA Order 5700.5A1), EPA staff will not meet with individual applicants to discuss draft proposals, provide informal comments on draft proposals, or provide advice to applicants on how to respond to ranking criteria.. However, EPA will respond to questions in writing from individual applicants regarding threshold eligibility criteria, administrative issues related to the submission of the proposal, and requests for clarification about the announcement.

V. PROPOSAL REVIEW INFORMATION

A. Evaluation Criteria

Only those proposals that meet the threshold criteria in Section III.C will be evaluated according to the criteria set forth below. Applicants should address these criteria as part of their proposal submittal. Each proposal will be rated under a points system, with a total of 230 points possible.

A. Evaluation Criteria

Proposal Evaluation Criteria		Maximum Points per Criterion (230 Point Scale)
Project Goals and Objectives:		Total Points: 65
1.	The extent and quality to which the proposed project goals and objectives align with the scope of work described in Section I.B, and EPA's Strategic Plan 2011, and indoor air quality priority area goals (as described in Section I.B.).	15
2.	The extent and quality to which the proposed project goals and objectives demonstrate the ability to achieve substantial measurable environmental outputs and outcomes (as described in Section I.C.3.)	20
3.	The extent and quality to which the proposed project shows innovative approaches to achieving project goals, objectives, and measurable environmental outcomes.	15
4.	The extent and quality to which the proposed project goals and objectives are likely to reduce exposures to indoor air pollutants for socio-economically disadvantaged or disproportionately impacted populations (as described in Section I.A.).	15
Narrative Work plan: Activities; Methods; Materials; and Timeline:		Total Points: 50
1.	The extent and quality to which the narrative work plan sufficiently describes the activities, methods, materials, and timeline that will be used to achieve each goal, objective, and measurable environmental health outcomes.	10

2.	The extent and quality to which the narrative work plan describes the practicality and feasibility of project's proposed activities, methods, materials, timeline for achieving the project goals, objectives and outcomes.	15
3.	The extent and quality to which the narrative work plan describes activities, methods, and materials that are appropriate for the designated target audience(s).	10
4.	The extent and quality to which the narrative work plan demonstrates the development and utilization of collaborations/partnerships to achieve the project's goals, objectives, and measurable environmental outcomes. (See Section IV.E.)	15
	Organizational Past Performance and Programmatic Capability	Total Points: 20
1.	Past Performance: The extent and quality to which the applicant adequately documented and/or reported on its progress towards achieving the expected results under EPA and other Federal agency assistance agreements performed within the last three years, and if such progress was not being made whether the applicant adequately documented/and or reported why not. In evaluating applicants under this factor, EPA will consider the information provided by the applicant and may also consider other relevant information from other sources, including information from EPA files and from current and prior Federal agency grantors (e.g., to verify and/or supplement the information provided by the applicant). Applicants with no relevant information for this factor will receive a neutral score.	10

2.	Programmatic Capability: Under this factor, the Agency will evaluate the applicants technical ability to successfully carry out the proposed project taking into account the following factors: (i) past performance in successfully completing federally funded projects similar in size, scope, and relevance to the proposed project performed within the last 3 years , (ii) history of meeting reporting requirements under federally funded agreements similar in size, scope, and relevance to the proposed project performed within the last 3 years and submitting acceptable final technical reports under these agreements, (iii) organizational experience and plan for timely and successfully achieving the objectives of the proposed project, and (iv) staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project. Note: In evaluating applicants under this factor, the Agency will consider the information provided by the applicant and may also consider relevant information from other sources including agency files and prior/current grantors (e.g., to verify and/or supplement the information supplied by the applicant). Applicants with no relevant or available past performance or reporting history (items i and ii above), will receive a neutral score for those elements of this factor.	10
	Staff Expertise/Qualifications	Total Points: 20
	(i) (10 pts) Description of staff expertise/qualifications, staff knowledge, and resources or the ability to obtain them, to successfully achieve the goals of the proposed project , (ii) (10 pts) and description of the applicant's organization and experience relating to the proposed project.	
	Project Sustainability and Replication	Total Points: 20
1.	The extent and quality to which the proposed project addresses how applicant will sustain successes in meeting goals, objectives, and environmental outcomes beyond the conclusion of the EPA assistance agreement, and how the impacted audience (e.g. schools, asthmatics, etc.) will sustain successes in achieving measurable outcomes beyond the conclusion of the EPA assistance agreement.	15
2.	The extent and quality to which the proposed project demonstrates that activities are replicable.	5
	Monitoring and Evaluating Environmental Results:	Total Points: 25
1.	The extent and quality to which the proposed project specifies practical approaches to identify, measure, and evaluates programmatic outputs and environmental outcomes and identifies baseline(s) to measure them.	15

2.	The extent and quality to which the proposed project specifies how progress towards achieving goals, objectives, and measurable environmental outputs & outcomes will be tracked and reported.	10
Budget:		Total Points: 30
1.	The extent and quality to which the proposed project budget is appropriate to accomplish the proposed goals, objectives, and measurable environmental outcomes. The budget also provides an approximation of the percentage of the budget designated for each major activity. Costs will be evaluated to determine their reasonableness in relation to the expected benefits of the proposal.	15
2.	Under this criterion, applicants will be evaluated based on the extent they demonstrate (i) how they will coordinate the use of EPA funding with other Federal and/or non Federal sources of funds to leverage additional resources to carry out the proposed project(s) and/or (ii) that EPA funding will complement activities relevant to the proposed project(s) carried out by the applicant with other sources of funds or resources.	15

B. Review and Selection Process

Each proposal will be evaluated by a review team using the evaluation criteria described above. Each proposal will be given a numerical score and will be rank-ordered according to the numerical score.

Final funding decisions will be made by the Approving Official based on the rankings and preliminary recommendation of the EPA evaluation team. In making the final funding decisions, the Approving Official may also consider programmatic priorities and geographic diversity of funds. Once final decisions have been made, a funding recommendation will be developed and forwarded to the EPA Award Official.

VI. AWARD ADMINISTRATION INFORMATION

A. Award Notices

Following evaluation of proposals, all applicants will be notified regarding their status.

Proposal Notifications

EPA anticipates notification to the *successful* applicant will be made, via telephone, electronic or postal mail by October 6, 2008. The notification will advise the applicant that its Proposal has been successfully evaluated and recommended for award. The notification will be sent to the original signer of the Standard Form (SF) 424, Application for Federal Assistance. The notice shall require submission of a Final Application.

(Refer to Section IV(B), Content and form of Application Submission

This notification, which advises that the applicant's proposal has been recommended for award, is not an authorization to begin performance. The award notice signed by the EPA grants officer is the authorizing document and will be provided through postal mail. At a minimum, this process can take up to 90 days from the date of recommendation.

EPA anticipates notification to *unsuccessful* applicant(s) will be made via electronic or postal mail by October 6, 2008. The notification will be sent to the original signer of the Standard Form (SF) 424, Application for Federal Assistance.

B. Administrative and National Policy Requirement

A listing and description of general EPA Regulations applicable to the award of assistance agreements may be viewed at:

http://www.epa.gov/ogd/AppKit/applicable_epa_regulations_and_description.htm.

Executive Order 12372, Intergovernmental Review of Federal Programs may be applicable to awards, resulting from this announcement. Applicants selected for funding may be required to provide a copy of their proposal to their State Point of Contact (SPOC) for review, pursuant to Executive Order 12372, Intergovernmental Review of Federal Programs. This review is not required with the Initial Proposal and not all states require such a review.

All costs incurred under this program must be allowable under the applicable OMB Cost Circulars. Copies of the circulars can be found at

<http://www.whitehouse.gov/omb/circulars>. In accordance with the EPA policy and the OMB circular, any recipient of funding must agree not to use assistance funds for fund-raising, or political activities such as lobbying members of Congress or lobbying for other federal grants, cooperative agreements, or contracts. EPA grant funds may only be used for the purposes set forth in the grant agreement, and must be consistent with the statutory authority for the award. Grant funds may not be used for matching funds for other Federal grants, or intervention in Federal regulatory or adjudicatory proceedings. In addition, Federal funds may not be used to sue the Federal government or any other government entity.

In certain circumstances costs incurred prior to the grant award may be eligible for reimbursement. However, this does not include any costs associated with responding to this solicitation or in finalizing the application package. If costs are incurred before the award, they are incurred at the applicant's or grantee's own risk.

C. DUNS Number

All applicants **are required** to provide a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number when applying for a Federal grant or cooperative agreement. Applicants can receive a DUNS number, at no cost, by calling the dedicated toll-free DUNS Number request line at 1-866-705-5711, or visiting the D&B website at: <http://www.dnb.com>.

D. Reporting Requirement

Quarterly progress reports and a detailed final report will be required. Quarterly reports summarizing technical progress, planned activities for next quarter and summary of expenditures are required. The final report shall be completed within 90 calendar days of the completion of the period of performance. The final report should include: summary of the project or activity, advances achieved and costs of the project or activity. In addition, the final report shall discuss the problems, successes, and lessons learned from the project or activity that could help overcome structural, organizational or technical obstacles to implementing a similar project elsewhere. The schedule for submission of quarterly reports will be established by EPA, after award.

E. Disputes Resolution Process

Assistant agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630 (January 26, 2006) located on the web at: http://frwebgate.access.gpo.gov/cgi-bin/getpage.cgi?position=all&page=3629&dbname=2005_register

F. Non-profit Administrative Capability

Non-profit applicants that are recommended for funding under this announcement are subject to pre-award administrative capability reviews consistent with Section 8b, 8c and 9d of EPA Order 5700.8 - Policy on Assessing Capabilities of Non-Profit Applicants for Managing Assistance Awards (http://www.epa.gov/ogd/grants/award/5700_8.pdf). In addition, non-profit applicants that qualify for funding may, depending on the size of the award, be required to fill out and submit to the Grants Management Office the Administrative Capabilities Form, with supporting documents, contained in Appendix A of EPA Order 5700.8.

In addition, non-profit applicants who receive an award under this announcement will be required to have at least two of their employees complete the mandatory online training, "EPA Grant Management Training for Non-Profit Applicants and Recipients." One person must be the project manager, or equivalent, for the assistance agreement. The other individual must be the person authorized to draw down funds for the assistance agreement. The training must be completed by both employees prior to the acceptance of the award. The course can be accessed at: <http://www.epa.gov/ogd/training/index.htm>

VII. AGENCY CONTACTS

For further information, contact:

U.S. Environmental Protection Agency
ATTN: Shelly Rosenblum (Mail Code: Air-6)
75 Hawthorne St.
San Francisco, CA 94105
(415) 947-4193

All questions or comments must be communicated in writing via postal mail, facsimile, or electronic mail to the contact person listed above. Questions and answers will be posted until the closing date of this announcement at the OAR Grants/Funding webpage: http://www.epa.gov/air/grants_funding.html .

VIII. Other Information: Additional information is provided in Attachment 1: Frequently Asked Questions.

Please see attachments:

Attachment 1: Frequently Asked Questions

Attachment 2: Instructions for Electronic Submissions (Grants.gov)